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ABSTRACT

The eighth part of a 10-part series, this report was compiled by the Educational Development Center at Wilkes College. The series deals with various aspects of the treatment of delinquents and is intended as a summary of research findings in each of the areas treated. Each report was prepared by a scholar-practitioner and is presented in a way that will be of value to professionals who deal both directly and indirectly with the treatment of delinquent youth. The report is, in fact, one manuscript of 627 pages; however, to make it more easily used, it is published in 10 separate parts. A detailed table of contents for the entire series is presented at the end of each part. This part deals with the psychoeducational management of disadvantaged youth. Under the two broad headings of "Client-centered therapies" and "Milieu-oriented therapies" it offers practical discussions of a number of standard therapeutical approaches. Several model programs are also described. (Author)

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THE TREATMENT OF DELINQUENCY SERIES

AN EDC REPORT

CHAPTER 8

Psychoeducational Management of Disruptive Youth

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Editor's Preface

This report is part of a ten part series compiled by the Educational Development Center at Wilkes College. The series deals with various aspects of the treatment of delinquents and is intended as a summary of research findings in each of the areas treated. Each report was prepared by a scholar-practitioner and is presented in a way that will be of value to those whose calling has led them to educational careers dealing both directly and indirectly with the treatment of delinquent youth. The report is, in fact, one manuscript of 627 pages; however, to make it more easily used, it is published in ten separate parts. A detailed table of contents for the entire series is presented at the end of this part.

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We invite any and all comments and/or inquiries concerning this series.

Joseph A. Skok, D.P.A.

Director
Educational Development Center

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CHAPTER VIII

PSYCHOEDUCATIONAL MANAGEMENT OF DISRUPTIVE YOUTH

Raymond J. Dembinski

INTRODUCTION

The psychological and educational needs and demands of chronically disruptive youth have been a major concern of educators and corrections and mental health workers for decades. Essentially, chronically disruptive refers to children who have been labeled emotionally disturbed, behavior disordered, juvenile delinquent, educationally handicapped, socially maladjusted. These children present a variety of problems--academic, social, psychological, affective, economic, and physical. Approximately 20% of chronically disruptive youth are considered to be mentally ill. Implicit in this statement are two factors: 1) Twenty percent of chronically disruptive youth need intensive, long-term treatment which yields a rather poor prognosis; and 2) Eighty percent of chronically disruptive youth are assumed to be responsive to some sort of intensive, short-term treatment.

The challenge is to develop treatment strategies to help the majority of chronically disruptive youth become constructive rather than remain destructive human beings. The responsibility for this task has traditionally resided with the physician, the educator, the psychologist, the social worker, and the correction worker.

The purpose of this chapter is to review representative psychodynamics and/or psychoeducational treatment approaches designed for chronically disruptive youth. The treatment approaches will be discussed under two broad categories--client-centered and milieu-oriented approaches.

CLIENT-CENTERED THERAPIES

Client-centered therapists emphasize individual treatment on various psychosocial dimensions. Clarizio and McCoy (1970) developed a summary comparison of the various dimensions emphasized by traditional psychodynamic theorists (see Table 1).

Therapeutic Relationship and Expression of Feeling are regarded as essential ingredients by all except the behavior therapists. Variable importance is attached to Pointing Out Feeling, for example, the client-centered therapists stress Recognition of Feeling, the psychoanalytically oriented therapists stress Interpretation, and the behavior therapists deemphasize this total dimension. Use of the

TABLE 1

A COMPARISON AMONG THE PROPONENTS
OF THE MAJOR THERAPEUTIC APPROACHES ON SELECTED DIMENSIONS

Dimension	Solomon	Levy	Klein	A. Freud	Allen	Axline	Slavson	Behavior Therapists
Therapeutic Relationship	H	H	H	H	H	H	H	L
Expression of Feeling	H	H	H	H	H	H	H	L
Pointing Out Feeling-- Recognition of Feeling	M	L	H	H	H	H	L	L
Interpretation	M	L	H	H	M	L	L	L
Transference Relationship	L	L	H	M	L	L	L	L
Past History of Individual	H	H	H	H	L	L	L	L
Parental Involvement	H	L	L	M	H	L	L	M
Age Range	L	H	L	N	N	H	H	L
Control of Child's Activity	H	H	L	L	L	L	L	H
Type of Disorder	L	H	H	H	L	L	M	L

H = Heavy emphasis; M = Moderate emphasis; L = Little emphasis; N = No specific discussion.

Transference Relationship is restricted primarily to the psychoanalytic group. The psychoanalytic theorists, together with the structured play therapists, Solomon and Levy, emphasize the Past History of Individual, whereas the other theorists focus on the client's present situation. Considerable variation is observed with respect to Parental Involvement. Levy, Slavson, and Axline limit their treatment to a specific Age Range. Other theorists have not been as specific. The theorists are fairly well dichotomized with respect to Control of Child's Activity. Viewed on a continuum, the structured approaches (Levy, Solomon, and the behaviorists) would be at one end of the continuum, and the "free" play therapists at the other. On the final dimension, Type of Disorder, Levy, Klein, and Freud view their treatment approaches as appropriate for specific types of behavioral deviations. Other theorists are more willing to treat a greater variety of disorders.

Efficacy studies on the psychotherapeutic outcomes of their approaches indicate limited effectiveness of the dynamic treatment procedures. For example, Achenbach (1974) reviewed psychiatric treatment programs in California training schools for boys. His findings suggest that psychotherapy may be beneficial in training school programs for some boys but harmful to others. Redl (1966) emphasized that alternative strategies were necessary to meet the needs of contemporary youth. Perhaps in reaction to Redl, or to the results of the efficacy studies, or in reaction to client needs, new treatment strategies for disruptive youth began to evolve.

REALITY THERAPY

Glasser (1965), in a break with traditional analytically based psychotherapy, developed Reality Therapy. Reality Therapy differs from conventional therapy primarily on the basis of involvement between patient and therapist.

Reality therapists:

1) do not accept the concept of mental illness. The patient becomes involved with the therapist as a person responsible for his/her own behavior.

2) work in the present and toward the future. The past is considered beyond control.

3) relate to patients as involved human beings, not as transference figures.

4) do not accept the concept of unconscious conflicts as a cause or excuse for the patient's behavior.

5) emphasize the morality of behavior, that is, direct the patient in distinguishing between right and wrong.

6) teach the patient more satisfactory patterns of behavior.

Glasser (1965) applied the Reality Therapy concepts to the treatment of delinquent adolescent girls at the Ventura School. The goal of the treatment program was to take every girl, regardless of the severity of her problem, and within six to eight months rehabilitate her to the extent that she would not become a serious problem in the community to which she returned.

The treatment program consisted of a three-faceted, integrated intervention--custody, treatment, and school. The custody program was administered by counselors who indicated to the girl that she must take the responsibility for her behavior in an environment where responsibility is continually stressed. The treatment program was administered by a group of psychologists, social workers, and a consulting psychiatrist. Individual treatment with the girls was conducted as well as consulting, supportive work with the custody staff to insure a unified, consistent treatment plan. The school program was academically and vocationally oriented. Glasser reported that the goal of successful community participation was attained in 80% of the girls treated.

COMPREHENSIVE VOCATIONALLY ORIENTED PSYCHOTHERAPY (CVOP)

This technique was designed for male adolescents whose antisocial behavior caused them to be suspended from school or who had decided to withdraw from school. The underlying philosophy of CVOP (Massimo & Shore, 1967; Shore & Massimo, 1969) was based on an understanding of the maturational aspects of adolescents as well as the psychodynamic needs of chronic delinquents of the lower socioeconomic class. Initial contact was made with the boys within twenty-four hours of severing their relationship with school. Assistance in seeking employment or in coping with any problem they had or might encounter

was offered. The vocational interests of the boys were used as vehicles for introducing remedial education and psychotherapy. The importance of the early contact was dete mined on the basis of studies on the concepts of alienation and crisis intervention. The treatment period lasted 10 months. Three stages were identified: 1) the contact or initial phase--"the big hurdle," 2) the middle phase--"working together," and 3) termination of "commencement." Traditional service or treatment models were felt to be inadequate in meeting the needs of these youth. Consequently, inter-agency and interdisciplinary involvement was specifically eliminated from this program. A single therapist was assigned to provide the vocational, educational, and therapeutic services needed.

Twenty subjects were included in this study. The selection criteria were as follows: male, school dropout, 15-17 years of age, IQ between 85-110, not psychotic or brain damaged, and not enrolled in another treatment program. The subjects were randomly assigned to treatment and control groups. Pre- and post-test data were collected on the following variables: overt behavior, academic functioning, and three aspects of personality functioning (self-image, control of aggression, and attitude toward authority). Although no data were reported, the investigators indicated significant improvement in all areas tested. In overt behavior the treatment group showed a significant drop in contact with the police and a better employment record than the control group. Significant improvement in reading,

arithmetic, and vocabulary was reported for the treatment group. Personality functioning was assessed by means of response changes in thematic stories measuring self-image, control of aggression, and attitude toward authority. The greatest changes occurred in self-image and control of aggression. All the subjects were retested on the same measures three years after leaving the project. Continued improvement, but at a slower rate, was reported for the treatment group. The control group scores deteriorated in all areas. Caution must be exercised in accepting the conclusions of the investigators as conclusions, not data, were reported.

ADLERIAN APPROACH

Krasnow (1971) describes the Adlerian approach as psychoeducational in nature, that is, it is designed to instruct rather than treat. In this respect, it is similar to Reality Theory. Adlerian psychology is based on a holistic model. This theory assumes that each child has its own motivational attitudes, purposes, and goal, in life, and in every life situation. All actions will reflect the child's individual goal, and the unconscious goal that the child pursues is determined partly by hereditary endowments and partly by the interpretations and evaluations of his total life experiences. The assumption is that no one part of the child can be dealt with separately without affecting the personality of the whole child. The major purpose of an

Adlerian-oriented program includes the child's psychological or academic adjustment as well as a total rehabilitation for constructive social integration. (Krasner, 1971, p. 171)

Children are viewed as social beings, seeking to belong, to be accepted, and to be fulfilled within a group setting. Disturbing or deficient behavior is the result of discouragement or insecurity. The child assumes that the inappropriate behavior will gain him/her a place within a group. The four goals relating to disturbed and deficient behavior are: 1) to attract attention, 2) to demonstrate power in order to defeat the power of authority figures, 3) to get even or punish (revenge?), and 4) to display real or assumed deficiency in order to be left alone and avoid any possible failure.

Dreikurs and Cassel (1972) point out that the four goals refer to the purpose of a child's misbehavior. Table 2 refers to the techniques of modifying the motivation rather than the behavior itself.

The therapist's task is to secure the cooperation of the child through influence rather than by force or pressure. Mutual respect for each person's ideas is stressed within a democratic environment. Natural and logical consequences are utilized to exert pressure and motivate. A natural consequence is one which takes place without adult interference, for example, tilting a chair to the point that it slips out from under the child and he/she falls on the floor and hurts himself. A logical consequence is structured and arranged by an adult and is experienced by a child as logical in nature, for example, the

TABLE 2

HOW TO CORRECT CHILDRENS' MISBEHAVIOUR

BY INTERPRETATION OF THE FOUR MISTAKEN GOALS

UP TO 10 YEARS OLD

CHILDS ACTION AND ATTITUDE	TEACHERS REACTION	ASK THESE SPECIFIC QUESTIONS TO DIAGNOSE	CORRECTIVE PROCEDURE
NUISANCE SHOW OFF CLOWN LAZY Puts others in his service. Keeps teacher busy. Thinks "Only when people pay attention to me do I have a place"	FEELS ANNOYED GIVES SERVICE IS KEPT BUSY REMINDS OFTEN COAXES Thinks "He occupies too much of my time." "I wish he would not bother me."	GOAL 1 ATTENTION A "Could it be that you want me to notice you?" OR B "Could it be that you want me to do something special for you?"	NEVER GIVE ATTENTION WHEN CHILD DEMANDS IT Ignore the misbehaving child who is bidding for attention (Punishing, nagging, giving service, advising, is attention) Do not show annoyance. Be firm. Give lots of attention at any other time.
STUBBORN ARGUES WANTS TO BE THE BOSS TEMPER TANTRUMS TELLS LIES DISOBEDIENT DOES OPPOSITE TO INSTRUCTIONS DOES LITTLE OR NO WORK Says "If you don't let me do what I want you don't love me" Thinks "I only count if you do what I want."	FEELS DEFEATED TEACHERS LEADERSHIP IS THREATENED Thinks "He can't do this to me." "Who is running the class ? He or I?" "He can't get away with this."	GOAL 2 POWER A "Could it be that you want to show me that you can do what you want and no one can stop you?" OR B "Could it be that you want to be boss?"	DON'T FIGHT—DON'T GIVE IN Recognise and admit that the child has power. Give power in situations where child can use power productively. Avoid power struggle. Extricate yourself from the conflict. Take your sails out of his wind. Ask for his aid. Respect child. Make agreement.
VICIOUS STEALS SULLEN DEFIANT Will hurt animals, peers and adults Tries to hurt so he feels hurt by others Kicks, bites, scratches Sore loser Potential delinquent Thinks "My only hope is to get even with them."	FEELS DEEPLY HURT OUTRAGED DISLIKES CHILD RETALIATES (CONTINUAL CONFLICT) Thinks "How mean can he be?" "How can I get even with him?"	GOAL 3 REVENGE A "Could it be that you want to hurt me and the pupils in the class? OR B "Could it be that you want to get even?"	NEVER SAY YOU ARE HURT Don't behave as though you are. Apply natural consequences. (Punishment produces more rebellion) Do the unexpected. Persuade child that he is liked. Use group encouragement. Enlist one buddy. Try to convince him that he is liked.
FEELS HOPELESS "STUPID" ACTIONS INFERIORITY COMPLEX GIVES UP TRIES TO BE LEFT ALONE RARELY PARTICIPATES Says "You can't do anything with me." Thinks "I don't want anyone to know how inadequate I am."	FEELS HELPLESS THROWS UP HANDS DOESN'T KNOW WHAT TO DO Thinks "I don't know what to do with him." "I give up." "I can't do anything with him."	GOAL 4 DISPLAY OF INADEQUACY A "Could it be that you want to be left alone?" OR B "Could it be that you feel stupid and don't want people to know?"	ENCOURAGE WHEN HE MAKES MISTAKES. Make him feel worthwhile. Praise him when he tries. Say "I do not give up with you." Avoid support of inferior feelings. Constructive approach. Get close co-operation with pupil helpers. Avoid discouragement yourself

* TEACHERS REACTION MUST NOT BE EXPRESSED SINCE THE 'NATURAL' REACTION IN THESE CIRCUMSTANCES WILL ONLY REINFORCE THE CHILDS MISTAKEN GOAL, EXCEPT IN GOAL 3

+ ALL FOUR QUESTIONS MUST BE ASKED OF THE CHILD IN THIS ORDER, EVEN THOUGH THE GOAL MAY BE SUSPECTED. DO NOT CHANGE WORDING.

teacher removes the chair so that the child cannot use it. Logical consequences are the appropriate corrective procedures for Goal 1 behavior. Natural consequences are used on Goal 2 and Goal 3 behavior. Neither type of consequence is appropriate for Goal 4 behavior. The use of consequences instead of punishment allows reality to replace the authority of the adult. Consequences permit the child to decide what he can and wants to do about a situation. The skillful use of encouragement is seen as an effective method for facilitating behavior change.

Practitioners utilizing the Adlerian approach rely on case study and anecdotal accounts to report their successes. Consequently, comparisons between pre- and post-treatment behavior are difficult to make. Comparisons between alternative treatment approaches are also difficult.

MILIEU-ORIENTED THERAPIES

Milieu-oriented therapies refer to intervention systems which emphasize restructuring the environment in which a client or a group of clients functions. The programs selected for review represent either significant intervention philosophies and/or developments in the field within the last decade. Two categories of milieu interventions are discussed. The first category emphasizes community adjustment,

that is, the successful adjustment of a disruptive adolescent to community living as a result of either an institutional or community-based treatment program. The second category presents intervention programs whose primary objective was the remediation of educational deficits of chronically disruptive youth.

COMMUNITY ADJUSTMENT

Differences on the causes and treatment of disruptive youth abound. At one end of the continuum is the assumption that the source of maladjustment lies primarily with the individual, that is, in his affective deficits. At the other extreme is the notion that if youth are failing, it is the social-educational system itself which is in need of fundamental rehabilitation. Two intervention systems which represent both ends of this philosophical continuum are the Fricot Ranch Study and the Provo Experiment. Both of these approaches have been described extensively elsewhere (Empey & Rabow, 1966; Grant, 1965; Jesness, 1970). A brief description of each, however, will serve to exemplify the major differences in treatment orientation.

The Fricot approach was an attempt to develop an institutional therapeutic culture for 8- to 14-year-old delinquents. Approximately 220 youths were experimentally assigned to 20- and 50-boy living units. Differences in the intervention process were studied as a function of the differing group sizes of the living units. The first process difference which was explored was control-punishment versus

permissiveness-reward. Primarily because of size, the fifty-boy unit was considered conducive to the utilization of stricter limitations on behavior, greater use of punishment, and less time for coping with problems on an individual basis. The smaller twenty-unit setting was envisioned as a vehicle for de-emphasizing group punishment, focusing on individual problems, and emphasizing greater autonomy for each individual. The second process difference was authoritarianism-equalitarianism. The dynamics of the larger living unit forced supervisory personnel to act in an authoritarian fashion, thus curtailing the amount and quality of corrective interaction between child and staff. In addition, the demands of a fifty-member unit led to the discouragement of child dependency on staff for the resolution of problems or clarification of relevant personal issues. Initial observations of the smaller unit situation indicated that the boys received four times as much individual attention than the boys who resided in the fifty-person units. Boys in the large living units were described as more aggressive and superficially self-sufficient than the boys in the smaller units. The smaller units fostered greater informality, trust, respect, and expression of feelings. Jesness (1970) describes the Fricot orientation as still very regimented with little obvious variation in routine between units. He indicates that control rather than counseling is still emphasized. He points out that the following attitudes characterize the Fricot approach: 1) There is a feeling that a boy should be tough and self-sufficient and should not show dependency

on an adult; 2) There is a belief that the ideal boy is one who does not hesitate to be aggressive as long as he "fights fair;" 3) The learning-through-lecture theme pervades the "counseling" relationships as well as most verbal interactions between staff and boys; 4) Rehabilitation is rated primarily on whether or not a boy has respect for authority and whether or not he is sincere; and 5) Alliances with boys who have significant peer influence are sought by supervisors.

In addition, Jesness indicates that the rigid structure of the Fricot setting de-emphasizes the need for decision making or initiative on the part of boys. Grant's (1965) analysis of preliminary data on the parole records of the graduates of the two living units indicates that the smaller living units may be achieving the desired goal of successful community adjustment. The twenty-boy-unit's graduates had a lower (18% to 39%) parole revocation record than did the fifty-unit graduates.

The Provo Experiment is a sociologically oriented intervention system. The focus is on peer group phenomenon to treat behavior. Empey and Rabow (1966) delineate the theoretical assumptions on which the project rests. Provo is a community-based program. Other than spending part of the day at the program center, the boys are free in the community. Habitual offenders, 15 to 17 years of age, are assigned to the program. The group is limited to twenty boys. Each group of twenty is subdivided into independent discussion groups. Release from the program is contingent upon a boy's own behavior and

the maturation processes through which his group goes. This process is usually accomplished within four to seven months.

The program is divided into two phases. Phase I is an intensive group program, emphasizing work and the delinquent peer group as the principal instruments for change. There is little formal structure in the program. Other than requiring boys to appear each day and to work hard on their jobs, there are no formal demands. Daily group discussions are optional. These discussions are patterned after the technique of Guided Group Interaction or Positive Peer Culture (Vorrath, 1972). The group is the vehicle through which a boy can resolve his problems. The treatment system places responsibility upon a boy and his peers for changing behavior, not upon adults. Adult authorities act only in cases where a boy does not become involved in a group and the group is unwilling or unable to take action against him. Several options may be exercised: 1) assign the boy to work without pay, 2) place him in jail, or 3) assign him to a situation in which he has notrole, that is, allowing him to wander around the center without engaging in work and conversation with others.

Phase II, community adjustment, involves an effort to maintain reference group support and employment for a boy after intensive treatment in Phase I. After his release from Phase I, he continues to meet periodically for discussions with his old group. The goal is to utilize this group to accomplish three things: 1) act as

a check on a boy's current behavior, 2) serve as a law-abiding reference group, and 3) aid in the solution of new problems.

Comparisons regarding the efficacy of the Fricot and Provo philosophies must be made with caution. First, the programs are designed for two different settings, one institutional and the other community. Secondly, each deals with a different age group. Fricot is designed for 8- to 14-year-olds, most of whom are probably first-time offenders. Provo focuses on 15- to 17-year-old habitual offenders. It is interesting to note that the element of control, considered as essential for habitual offenders, is minimal in the Provo Experiment. On the other hand, it seems to form the basis for the Fricot Ranch Study which deals with young, more easily managed children.

One of the few projects for delinquent girls is the Adolescent Self-Concept Group (James, Osborn, & Oetting, 1967).

Adolescent girls in therapy or wanting treatment at the Southeast Wyoming Mental Health Center were invited to join this program. These were mostly acting-out girls, runaways, court cases, and school dropouts. Fourteen girls, 13 to 17 years of age, entered the program.

A 10-week program, held every Wednesday from 1 to 5 p.m., was planned, based on what the girls said they wanted to know and on what the staff felt they needed to learn. The program schedule is shown in the accompanying table (see Table 3).

TABLE 3

SCHEDULE OF CLASSES

Week	Content
1	Testing. Make-up. Complete skin analysis by beauty counselor representatives.
2	Make-up. Beauty counseling. Skin care. Diet.
3	Hair grooming and care.
4	Posture, carriage, poise, sitting, etc.
5	Dancing.
6	Figure analysis. Exercises.
7	Clothing: How to make use of accessories, when hat and gloves are appropriate, how to make basic clothes work for different occasions, etc.
8	Dating etiquette: How to conduct themselves on a date, etc.
9	Review on make-up. Discussion. Summary session. Rolled hair, make-up, etc.
10	Dining out.
11	Final discussion. Testing.

The content of the course was not threatening, as group therapy might have been. The group leader was able to carry discussion into areas that would have been considered in group therapy. Both the content and the discussions were reported to be valuable to the girls.

In addition to the group leaders, two college students and a full-time student assistant met with the group. There was considerable identification with these girls.

At least nine girls attended each session. The girls indicated a desire to continue as a group through some sort of activity. They were allowed to continue, through a sewing and knitting group, in a biweekly group therapy session.

Analysis of pre- and post-test data on several personality measures indicates a reduction in general anxiety in the group situation over a period of time. Half the girls improved in their identification with feminine roles. Although greater acceptance and tolerance for authority and school were observed, there was little evidence of changes in attitudes toward parents.

EDUCATIONAL ADJUSTMENT

The educational development of school aged youth is also a major area of concern. The ability to arrest and remediate learning deficiencies in disruptive or problem children is viewed as a significant preventative weapon against delinquency. For economical as well

as political reasons, community and institutional programs for juvenile offenders assess their impact in terms of the reduction in arrest rates, rates of recidivism, and reduction in parole violations. Educational programs, for the same reasons, report their successes in the form of increases in achievement scores, improvement in intelligence quotients, reductions in truancy and dropout figures, and numbers of secondary school graduates. A number of different approaches have been developed which can be grouped under the category of educational adjustment.

THE PSYCHOEDUCATIONAL MODEL

The psychoeducational model utilizes data from the areas of human development, school learning, mental health, and group dynamics. This model applies these data directly and indirectly to educational problems and activities. The following major assumptions underlie the psychoeducational model:

1. An educational milieu must be developed in which attention is given to everything that affects pupil interaction with school, staff, peers, and curriculum.
2. It is important to understand the teacher-pupil relationship.
3. Learning must be invested with feelings to give it interest, meaning, and purpose.
4. Conflict can be used productively to teach new ways of understanding and coping with stress.

5. Collaborative skills are essential for teachers using the curriculum.

6. Creative arts are vital forms for learning and for the program.

7. Each pupil is different in style and functional level.

8. The same behavior can have many causes, while the same cause can be expressed through many behaviors.

(Fagen, Long, & Stevens, 1975, p. 52)

Several public school programs have been developed based on the presumption that sound, systematic, and sensitive teaching can overcome a child's feelings of inadequacy and academic failure. Two excellent examples of a psychoeducational approach are the Mark Twain School in Montgomery County, Maryland, and the Rose Demonstration School in Washington, D. C. The principal concepts of this intervention approach have been formulated by Fagen, Long, and Stevens (1975).

> . . . the psychoeducational approach postulates a circular, interacting relationship between thoughts and feelings such that cognitive experience affects emotional experience, etc. Thus, the child who cannot learn to read might develop intensely adverse emotional reactions to failure, while the child with severe anxiety over performance might experience great difficulty learning to read.
>
> In essence, the following conceptual attributes identify a psychoeducational approach:
>
> 1. Cognitive and affective processes are in continuous interaction at all times.

2. Behavior comprises verbal and nonverbal expressions of a total functioning person, and it is that person, not the expression, that is most important.

3. Behavior is a source of concern when it promotes or perpetuates personal unhappiness, conflict, and self-depreciation; or when it creates serious disturbance with existing social norms, thereby resulting in feelings of rejection and alienation.

4. Understanding behavior means understanding phenomenally relevant aspects of a child's life space. For the teacher, this means appreciating transactions between the child and the teacher, the curriculum, the peer group, and the educational system.

5. Understanding behavior requires an awareness of cognitive, affective, and motivational processes in self and others.

6. Understanding behavior is achieved through assessment of and communication with and about the learner and significant others in his life space.

7. Changing or modifying self-defeating behavior involves a process of establishing identifiable objectives which are set in relation to total personal functioning.

8. Understanding behavior facilitates creating conditions for optimal behavior change.

9. The ultimate criterion for personal growth is the extent to which positive behavior derives from <u>self-control</u> rather than external control.

10. Emotions are critical personal events that must become understood, accepted, and valued.

11. The scope of learning involves increasing understanding and satisfactions in relationship to things, symbols, the self, and others.

(Fagen, Long, & Stevens, 1975, pp. 52-53)

Data regarding the impact of these two programs is just now becoming available. The results should be of considerable interest because of the age range encompassed in the two programs. The Mark Twain program focuses on secondary level students. Rose School is designed primarily for pre-adolescents.

CATCH-UP PROGRAM

Popenoe (1971) described a very successful "catch-up" program in Montgomery County, Maryland. All those in the program were between the ages of 8 and 14 years who had exhibited a severe learning disability, usually in reading. All had at least average intelligence and possessed no apparent organic or pathological problems. The catch-up classes developed out of a need to find a program for underachieving emotionally disturbed children who were referred for help. In the program, individualized instruction was given to a small ungraded group of children with similar learning problems. Emphasis was placed on giving the children successful learning experiences in order to build up their self-concepts. Much praise was given to each child. The child was also given only work with which he was sure to

succeed. A 12-year-old may have been in the first grade reader and the third grade arithmetic book. Instruction was given according to need.

To assist the children in feeling more secure, the program was structured so that the children knew exactly what was to be done each hour of the day every day. After the children began to develop confidence in their ability and to feel at ease in their environment, they were able to work in groups. By joining the group, the teacher was able to help the child develop a sense of belonging. The child became aware that others liked him, and he in turn began to like others. As a result, the child no longer felt it necessary to defend himself against loss of esteem by aggressive or withdrawal behavior. His energies were vented toward learning.

The results of the catch-up program are very impressive. In 1964-1965, the average gain in reading was two years and one month. Similar gains were found in three other academic areas tested. Of the 206 children who have been enrolled in catch-up programs, approximately one-third have been able to return to regular classes after the first year and the others after the second year. Follow-up studies indicate that the academic gains not only were maintained but continued to improve as the children progressed through school.

THE SOCIAL COMPETENCE MODEL

The social competence model repudiates psychiatric treatment of emotionally disturbed children; the total commitment to individual and group psychotherapy; the preoccupation with the child's psychic life; and the theories of transference, regression, and resistance. It suggests instead a systems or ecological model of helping emotionally disturbed children. The social competence model assumes that the child is an inseparable component of an ecological unit which consists of his family, neighborhood, school, and community. The teacher is not concerned with adjusting the child to the reality of his system but rather to simultaneously modifying the child and the various parts of his system until a balance is obtained between environmental demands and needed social skills. For example, in residential care one must change both the child's behavior and classroom environment to fit the pupil. Similarly, to teach new job skills and social habits, one must alter the community to accept these skills and habits (Long, Morse, & Newman, 1971).

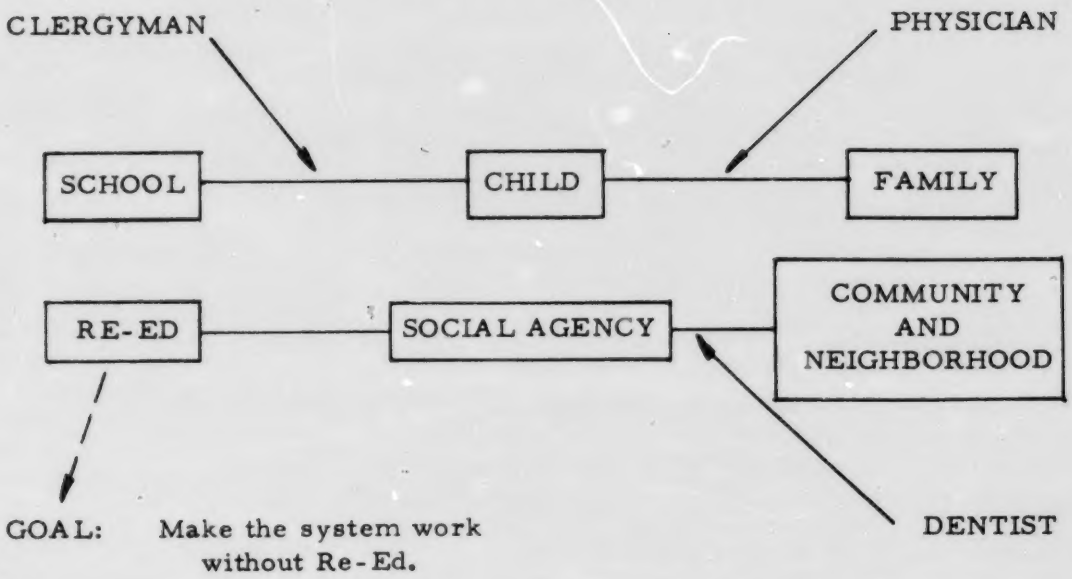
An excellent example of this model is Project Re-Ed. The Children's Re-Education Program is designed for mildly to moderately disturbed children who have average or above-average intelligence but who are often retarded academically. Re-Ed encompasses the child's entire ecological system by contact with the child, his family, his school, his neighborhood, and his community. The purpose of Re-Ed is to promote behavioral change and increase skill

competencies on the part of the child and his ecological system so that the child can successfully function within the system. The philosophy of Re-Ed contends that the entrance of the program into the child's life should be as brief as possible, granting time only for readjustments that would allow the child's successful re-entry into an attuned environment. Figure 1 (Hobbs, 1966, p. 108) schematically illustrates the ecological system of a child.

The Re-Ed Program is used within the open setting of a 5-days-a-week residential school and also within established small group living situations (8 to 12 children per group) in which the child must interact with his peer A three-member team of teacher counselors (day, night, and liaison) with the help of specialized teacher counselors, a diagnostician, and supervisors carries out a coordinated 24-hours-a-day curriculum plan with a given group of children. The day teacher counselor is responsible for the execution of the morning classroom, placing emphasis on remediation and enhancement of specific academic competencies. The night teacher counselor extends daily activities by arranging evening experiences so that learning takes place in every informal learning situation. The liaison teacher counselor links the Re-Ed school with the child's ecological system.

The diagnostician gives an educational diagnosis and evaluation for each child. Assistance in program planning is also provided by psychiatric, pediatric, psychological, and educational consultants.

FIGURE 1


CLERGYMAN
PHYSICIAN
SCHOOL
CHILD
FAMILY
RE-ED
SOCIAL AGENCY
COMMUNITY AND NEIGHBORHOOD
GOAL: Make the system work without Re-Ed.
DENTIST

Growth and developmental changes in the child and in his environment are the positive goals of the Re-Ed Program. These goals permit various philosophical and theoretical practices while maintaining some basic educational assumptions. Some assumptions are that emotionally disturbed children do learn; and that most emotional, social, and cognitive behaviors are learned. These assumptions are operationalized through an educational model in which the "treatment plan" is curriculum.

The following steps are involved in the curriculum design: gathering information, integrating data, developing specific goals, implementation, coordination, and evaluation. Teaching methods, materials, and techniques vary according to each child's learning style. Some skills learned in the classroom include the child's raising his hand for assistance, contributing appropriately to a group discussion, researching a topic of interest, or left-to-right ocular control which is necessary for reading. A short attention span may interfere with a child's performance; therefore, all tasks presented were designed for a specific duration of time, allowing for successful completion and reward. The time structure would gradually be lengthened.

The purpose of the clinical physical education program is for the remediation and development acquisition of basic sensory-motor skills. It is also conducive to peer cooperation and group participation. Arts and crafts are designed primarily for creative expression and development of fine motor coordination.

Weinstein (1969), in a study on the home and school adjustment of children enrolled in two Re-Ed schools, reported that:

1. Parents indicated their children displayed fewer symptoms, were more socially competent, and were less discrepant from parental standards than before Re-Ed.

2. Teachers viewed the children as being less disruptive in class, working harder, being more able to face new or difficult situations, and having better relationships with their classmates.

3. Improvement in academic adequacy was significant for children from one of the two schools; that is, they showed a substantial increase in rate of acquisition of academic skills after Re-Ed, but they were not up to age or grade norms.

The important aspect of this study is that it demonstrates, at least with Re-Ed, that significant psychoeducationally oriented variables can be identified, measured, and, in this case, maintained a year after the termination of the treatment program.

Although described previously under the milieu-oriented therapies, Positive Peer Culture, also referred to as Guided Group Interaction, is presented here primarily because the technique was utilized and evaluated within an educational framework.

THE BRYANT YOUTH EDUCATIONAL SUPPORT CENTER (Y.E.S.)

The Y.E.S. program was designed for 50 students, ages 12 to 16, who had withdrawn or who had been withdrawn from Minneapolis schools because of social or emotional maladjustment (Boedeker, 1972). The students were equally proportioned between blacks and whites, males and females. The faculty-student ratio was 5:1. An old factory building served as the school. The goals of the social studies program were:

1. to provide an environment in which caring for self and others was not only acceptable but also actively nurtured;
2. to teach students to perceive their own and teacher behavior as related to the roles they enact within the school; and
3. to develop an experimental attitude toward the application of problem-solving skills to social situations related to personal or school problems.

The social studies program developed the following strategy to achieve its objectives: 1) the use of guided group interaction, 2) the use of community resources, and 3) the use of role reversal, psychodrama, and other role-playing techniques. Basically, the group situation followed the Provo model, that is, the peer group had to assume the responsibility for disciplining and coping with individual problems. The community resource people were used to broaden the students' knowledge of social, economic, and political issues they

identified as personally important. Exposure to a number of points of view, for example, on the use of drugs, was determined an effective method in challenging stereotyped thinking. Role playing and role reversal were utilized to teach the students how to perceive them. Although no definitive data were reported, the investigator concluded that the social studies program was effective in: 1) fostering an increase in communication between teachers and students, and 2) decreasing the number and frequency of disruptive situations.

THE DU PAGE STUDY

Unlike Y.E.S., the DuPage study evaluated the impact of Positive Peer Culture (PPC) on the educational program within a correctional institution (Sutliff, 1974). The study provides comparative data on the reading achievement of 9- to 14-year-old boys experiencing two different institutional treatment programs. The traditional program consisted of each teacher's specializing in a subject area, for example, math, reading, language arts, etc. Students were grouped according to grade level. Classes changed on the hour. The academic program was supplemented by a traditional counseling program. High recidivism rates under this model led to the adoption of PPC as a major program emphasis. Simultaneously, the academic program was restructured. A core curriculum was adopted in which each teacher was responsible for language arts, social studies, and

science. Laboratory specialists in the areas of math and reading were integrated into the school program. Grouping was accomplished on the basis of a boy's delinquency sophistication and not on the basis of reading level. The immediate impact on the academic program was the emphasis of programmed instructional materials. The students ranged in age from 9 to 16 years. They were primarily black and considered academic underachievers. Comparisons of the pre-PPC population with the PPC population on several variables indicated:

1. PPC parolees had a significantly shorter incarceration period than did pre-PPC parolees.
2. PPC parolees had a lower rate of parole violations than the pre-PPC parolees.
3. The average month-per-month change in reading score rates was significantly higher for PPC students than for pre-PPC students.

Preliminary data indicated that PPC students were achieving at the rate of one month per month of instruction. Pre-PPC students averaged .36 months change per month. The results are similar to Re-Ed's in that the students are now acquiring skills at an expected rate, but their levels of achievement are still below their age or grade norms.

OFF-CAMPUS LEARNING CENTER

The Off-Campus Learning Center (OCLC) (Schack, 1975) was established as an "alternate school" for pupils unable to make constructive use of a

standard school program. A storefront facility houses this suburban Chicago program.

The program is designed for approximately seventy-five adolescents with behavior problems. The staff consists of seven instructors, two full-time social workers, a psychiatric consultant, a secretary/aide, and a full-time director.

This program is a team effort in which parents, students, and home high school staff join together with the OCLC staff in designing individual social and academic affective and cognitive objectives for each student and in assisting students achieve these objectives.

The overall goal of the OCLC program is total reintegration of the student into the standard high school setting. In order to achieve this purpose, several educational goals were established:

1. Improve self-concept and self-respect.
2. Proceed more smoothly in the "passage" from the child to adult status.
3. Deal with frustrations with less anxiety, depression, hostility, and rejection.
4. Modify specific antisocial performance within high school and community.
5. Improve academic achievement so that it approximates potentials and measured abilities.
6. Develop academic skills in order to cope in a standard high school.
7. Develop ethical attitudes about learning.

8. Make decisions regarding academic and vocational goals.

9. Form and maintain meaningful relationships with adults and peers.

10. Be able to improve communication and rapport with the members of his family, peers, school, community, and society in general.

Generalized Student Profile

Pupils found eligible for the Off-Campus Learning Center tended to be aggressive or withdrawn in addition to experiencing multiple academic failures. Symptomatic expressions of aggressive behavior will display physical or verbal abuse or destruction of property.

Symptoms of withdrawn behavior included poor study skills, truancy, tardiness, and general apathy. Case study or psychiatric diagnosis generally supported the view that the behavior of these pupils reflected serious personality disorders requiring therapy and sometimes prolonged treatment.

In addition to the generalized profile, specific characteristics of OCLC students included:

1. an average or above-average IQ as indicated on the WISC;

2. the majority (60%) of the students referred to the program are sophomores;

3. 80% of the students were the youngest or second to the youngest child in the family;

4. 42% of all students referred had been placed before entrance into the program in either residential schools, psychiatric wards, or institutions;

5. approximately 40% of the students had only one parent in the home.

The referral and placement process begins in the standard high school with identification by counselor, teacher, social worker, or other professional who refers the youngster to a division referral review board in order to determine whether or not it would be appropriate to develop a case study. The case study contains a psychological evaluation, complete social history workup, academic evaluation, and medical reports. When the case study is complete, a special education staffing is held by the sending school pupil personnel services in conjunction with the OCLC staff.

If eligibility is determined, an educational prescriptive plan is designed for the student. Thereafter, the student and his family meet for two initial interviews with the Learning Center staff. At this juncture the placement plan is solidified with the student, his/her family, and the standard school.

This placement procedure is followed up until the first six weeks of the semester have been completed. Pupils staffed after that time are placed at the beginning of the following semester. Student enrollment is maintained at approximately seventy-five.

The Off-Campus Learning Center provides small classes (not to exceed eight) where students are directed toward individual academic and social-skill building activities as determined by the individual performance objectives.

Students have one teacher instructing them in three academic areas. Subjects include Math (both basic and algebra), English, Social Studies (including U. S. History), and Communication Skills; plus a daily Physical Education class, including team and individual sports as well as crafts and adaptive games.

All students are encouraged to participate in group counseling with the social worker and teacher and his fellow classmates on a weekly basis. These group sessions are a regularly scheduled part of the week for each classroom. Psychiatric social workers are also available to students for individual counseling. Regular weekly parent group meetings are available to all parents who have students in the program.

The Instructor's Role

The instructor is primarily a communication expert. He is skilled in attending to both verbal and nonverbal communication from others. He is able to monitor his own feelings so as to avoid giving double messages or being dishonest with others. Only through clear communication can the instructor perform his two major duties. One, he seeks to foster positive relationships with students and parents and

between students and parents. Two, he assists skill-building by attending to each student's unique mode of learning, interest, and abilities.

Successful communication includes evaluation. The instructor has the obligation to give the student "feedback" as to his performance, both social and academic. Such evaluation includes data on how well the student has performed in comparison to his past behavior, but also data on how the student's present performance compares with those behaviors expected in the standard educational program and in the larger competitive society.

The instructor may or may not be an expert in one or more areas of content. However, content is significant only as it enhances the development of social and academic skills. Further, he does not function as a psychologist or social worker. The instructor does not interpret intra-psychic processes to the student or to his parents.

Two other functions of the OCLC teacher are to be available to other teachers during their free time for crisis intervention and to communicate with parents through phone calls and conferences when necessary and at six regularly scheduled parent/teacher meetings throughout the school year.

Teachers work individually with students to establish performance objectives. The initial planning stage begins with a weekly evaluation sheet formulated between teacher and student which lists specific behavior and academic objectives. In almost all cases

when a student is first placed in the program, his school day is self-contained for the first semester. The second semester and thereafter students are gradually fed back into the division and scheduled for specifically recommended courses. Schedules are usually a combined effort of the student, OCLC teacher, and division counselor. It is possible to choose division teachers who are best able to deal effectively with the learning center student. Total reintegration of the student back into the standard high school is the ultimate goal. This goal is accomplished within two academic years.

Objectives

The following represent general course objectives for English, Social Studies, Mathematics, Communication Skills, and Physical Education:

English

English Skills 1, 2, 3, and 4:

(Reading; writing, language and vocabulary skills in four areas of English study)

Course Titles:

A. Skills 1 - Man as Individual (to increase awareness of self)
B. Skills 2 - Man in the Family (to increase awareness of roles in the family)
C. Skills 3 - Man in Society (to increase awareness of roles in society)

D. Skills 4 - Man in the Future (to increase awareness of the future)

General Behavior Student will Exhibit in These Courses:

A. Cognitive

1. To improve reading skills;
2. To gain a knowledge of literary techniques;
3. To gain a knowledge of specific authors and techniques.

B. Affective

1. Insight into the multiple varieties and pleasures of reading;
2. Insight into the relationship of literature to their lives.

Mathematics

Math Skills 1 and 2 (Basic Math)

Consumer Related Math: The student will demonstrate the ability to use Math concepts so that he achieves economic success.

Math Skills 3 and 4 (Algebra)

The student will demonstrate an ability to advance in self-fulfillment by an increase in his knowledge and in his ability to communicate.

Social Studies

Social Studies Skills 1, 2, 3, and 4

A. Skills 1 - Anthropology. The student will be provided with an understanding of the unique nature of man and his culture.

B. Skills 2 - Geography. The student will be provided with an understanding of how the area in which man lives on this earth is known as his spatial environment with physical, cultural, political, and economic characteristics.

C. Skills 3 - Sociology. The student will be shown how man lives and interacts in societies. Societies determine the norms and values that organize man's behavior.

D. Skills 4 - Government. The student will be provided with an analysis of the decision-making process in any society or group. This decision-making is defined as those political activities from which choices are made between alternate courses of action within a political system.

History

History Skills 1 and 2

A. Skills 1 - This course will demonstrate to the student how history is the selection, recording, and interpretation of man's total experience.

B. Skills 2 - This course is designed to develop student understanding of U. S. foreign policy today; it analyzes the historical intricacies that played a role in shaping that policy.

Communication Skills

Communication Skills 1 and 2: The student will be provided with the skills to fulfill his needs to know how and what he is and to relate and contribute to his environment.

Physical Education

Physical Education Skills 1, 2, 3, and 4: The student will be provided with physical activities that correlate fair play; group cooperation; physical and mental well being; and activities that assist the academic pursuits by providing an outlet to channel frustration.

This combination of small class situation plus supportive therapeutic services provides a milieu geared to assist the individual attain academic and social skills while building and fostering [illegible] relationships with adults and peers. The criteria for [illegible]ess are determined by the achievement of the individual's performance goals and objectives.

There are fundamental rules and regulations regarding attendance, behavior, and social and academic expectations. Students are made aware that they will be evaluated on their social and academic behavior. The most common means of effecting this understanding is at the initial conference with the student and his parents. With infraction of rules, parent conferences are again called with further communication between the home and OCLC staff.

Other consequences for inappropriate behavior include extra assignments, cleanup chores, loss of privileges, and occasional suspensions. Continuous and blatant failure to adhere to rules is interpreted as the student's inability to adjust to the structure of the program, thereby indicating that he is not benefitting from the services provided.

Termination staffing is then the probable recommendation and procedure.

Evaluation

Documented evaluation is done at OCLC on a weekly basis, on a six-week basis, and on a yearly basis. The final report is the basis for determining a continued placement and educational plan. The report is decided upon at an annual review staffing held at each of the three standard high school buildings. Each student's prescriptive plan is discussed in terms of the student's progress, current status, and projected needs. A final recommendation is arrived at after careful consideration by OCLC and Pupil Personnel Division staff.

After three years, observation indicates that students who were in the program for a year or two for the most part are either succeeding in the standard high school (meaning that they are attending on a regular basis, passing coursework, and coping with the rules and regulations of the school), or they have graduated from high school, are in the armed services, are working regularly, or have gone on to higher education.

THE GENERAL STUDIES PROGRAM (GSP)

The General Studies Program (GSP) is also a suburban Chicago program designed for disruptive high school students (Verdonck, 1975). The program is an attempt not only to constructively recognize the deficits of a group of students with whom the prevailing mode of education has not been too successful, but also to provide an adjusted program, curriculum, and approach designed to be ameliorative.

GSP is designed to meet the needs of students who are categorized as "educationally handicapped," that is, students who are unable to make maximum use of their school experience due to such factors as cultural deprivation, educational retardation (functioning two or more years below expected grade level in basic academic areas of reading and math), population mobility (reflecting frequent interruptions in previous school attendance), socioeconomic considerations, and inadequate school opportunities. As a result of these and other factors, these students are not able or willing to function constructively in school in spite of the fact that they are not significantly handicapped by intellectual limitations, neurological impairment or dysfunction, perceptual handicaps or significant emotional problems.

While there is no one characteristic typical of all these students, one or more of the following criteria is diagnostically selective:

1) The student is over age for his grade placement.

2) The student has low achievement in reading and mathematics. Basic skills in math and reading are two or more years below a level which would be commensurate with the student's overall level of intellectual functioning. In other words, basic academic skills are very much below that which could be reasonably expected of the student.

3) The student's school attendance record shows a pattern of absences.

4) The student has a high rate of failure or near failure in academic courses, has been previously retained or shows a pattern of frequent social promotions.

5) The student is considered to be a potential dropout because of additional lack of interest and motivation.

6) The student does not participate in extracurricular activities and generally exhibits little, if any, commitment to the total school environment.

These are students who have experienced either years of failure in the regular school setting or at best only marginal success, who by the time they enter the secondary school are indifferent, generally alienated, and are unable to compete academically.

Selection for placement is based on an evaluation of the student's past record of achievement, social history, high school placement test scores, health information, and other pertinent data.

Recommendations for placement are formulated by professional staff including classroom teachers, social worker, psychologist, and guidance staff.

All basic academic requirements for graduation, both state and district, are met through credits earned in the General Studies Program.

Special classes are provided in academic areas. Students are integrated into regular classes in nonacademic subjects according to interest and aptitude. Class sizes are sufficiently limited to allow for individualized instruction.

The program adopts a positive teaching approach in which various techniques are utilized to build appropriate social behavior and a positive attitude toward learning. Although not clearly described, discipline is managed within the classroom. Recurring disciplinary problems are referred to a staff meeting.

The specific scope and sequence of the General Studies Program curriculum is as follows:

Freshmen	Units
English I - Social Studies	2
Math (Applied) - Science	2
Industrial Arts - Home Economics	1
Physical Education	1/2

Sophomores	Units
English II - Social Studies	2
Elective or a Work-Study Program	1-2
Math - Science	2
Physical Education	1/2

Juniors	Units
English III	1
U. S. History	1
In-School Work: D.O., E.E., or C.W.T.	2
Physical Education	1/2

Seniors	Units
English - Social Science Survey	2
Community Work Experience	1
Elective	1
Physical Education	1/2

Diagnostic achievement batteries are administered periodically to provide additional evaluative material relating to student needs, to assess student progress and program effectiveness.

Students in the program are not given regular study hall assignments. Study periods are considered to be more productive if provided through the general studies classrooms.

There are opportunities for typing, art and music appreciation activities, as well as the required course in consumer education and

units designed to prepare the student for successful completion of the drivers' education course.

Program Design:

1. The structure of the freshman curriculum involves two major areas of emphasis:

   a) intensive work in communication skills utilizing the concept of the learning center classroom, and

   b) vocational survey.

   As an example, a freshman student is assigned a one and one-half hour block of time for English - Social Studies. Math and science subject matter is structured towards an applied approach. A practical arts emphasis replaces the more traditional industrial arts program.

   All teachers working in the learning center are given extensive support by a curriculum director. When subject matter is interrelated, as is often the case in math and science areas, teachers may adopt a team-teaching approach. Much attention is given to molding subject matter to the student's interests, needs, and achievement levels. In addition, whenever possible, subject matter is related to the vocational survey portion of the program.

Remedial reading assignments are provided for all students in groups and on an individual basis. Consultation service is provided by Learning Disabilities and Learning Resource Programs special education teachers.

During the freshman year, certain periods are devoted to work with a career counselor. The students are exposed to major vocational areas such as health occupations, food service, distributive and marketing occupations, business and office occupations, and technical occupations. Vocational areas are presented to enable the student to make a more realistic vocational choice as he progresses into more specific vocational coursework in the sophomore, junior, and senior years.

2. In the sophomore year, the one and one-half hour block of time in the English and social studies area is maintained. Communication skills, including intensive remedial reading, continue to be emphasized. Work assignments are carefully graduated to the ability level of the students. The most severely disabled in reading continue to receive intensive work in reading.

In the vocational area, most boys receive a basic mechanics course. This course covers training from the use of tools through basic power mechanics. Mechanical

training is considered basic to all vocational-technical areas.

Sophomore students also select an elective course from the total school offering. Care here is taken to see that this elective course is in line with the student's abilities, interests, and emotional-educational level of maturity. This choice affords some of the higher ability students in the program an opportunity to take part in some of the more academically oriented coursework in the regular school program.

Students who, for one reason or another, are unemployed due to an inability to find or hold a job may be involved in an in-school work experience. Work experiences include such areas as library assistants; custodial, maintenance, cafeteria services; grounds keeping; school office; secretarial, clerical, and possibly assisting on building projects necessary for providing shelving and other materials to other school buildings in the district.

Other professional staff are assigned to the program to provide both consultative and direct mental health services. A school social worker and psychologist provide consultative services for all students in the program. In some cases, intensive counseling is provided for those with more serious adjustment problems. Group counseling is offered. The goals of the group program are to assist the students in

developing a better understanding of their feelings, the attitudes of their peers, and to improve their capacity to more effectively communicate with others.

Group counseling with parents is occasionally utilized to help parents better understand both the problems of their youngsters and the problems of the school.

Both GSP and the Off-Campus Learning Center report similar results. Definitive data regarding academic achievement, truancy rates, job success, and reintegration figures are just now being compiled. Both programs are designed for similar populations but emphasize different treatment philosophies. GSP is a vocationally oriented program; OCLC is more psychoeducationally oriented.

SUMMARY

Treatment, as a concept, has to be viewed in its proper perspective. Basically, treatment, to be effective, has to consist of a range or continuum of services. Access to treatment should be initiated and terminated with a diagnostic or evaluative process which, first, verifies a problem, and second, verifies the absence or control of the formerly identified problem. In addition, a treatment strategy must be able to specify the instructional or intervention rules which govern its use. When children or youth achieve and/or display

adaptive behavior, the intervention is perceived as successful. But as Sabatino (1973) emphasizes, the reasons for their achievement or adjustment are largely unknown. In addition, when youth fail to respond to the intervention, the reasons for their failure remain hidden. Psychoeducational approaches still must address the need for developing an ordered, sequenced set of intervention tasks which others can replicate and evaluate.

There have been several responses to this challenge. Texas (Mintz & Skipper, 1974) and Massachusetts (Coates, Miller, & Ohlin, 1974) have de-emphasized traditional institutionalization and have moved toward developing a continuum of services for disruptive youth. A number of supportive psychoeducational approaches have been incorporated into the reorganization. Data collection has just recently been initiated.

Educators are also responding to the challenge. Fagen, Long, and Stevens (1975) have designed a Self-Control Curriculum (see Table 4) to provide pupils with skills for coping with life situations.

The curriculum units contain educational goals which can be translated into student-centered behavior objectives. A series of tasks utilizing games, role playing, and lessons or discussions are used in teaching the self-control curriculum. Although designed as a preventative intervention, the curriculum seems to have some promise as a remediation or treatment tool.

TABLE 4

THE SELF-CONTROL CURRICULUM:
OVERVIEW OF CURRICULUM AREAS AND UNITS

Curriculum Area	Curriculum Unit
Selection	1. Focusing and concentration 2. Mastering figure-ground discrimination 3. Mastering distractions and interference 4. Processing complex patterns
Storage	1. Developing visual memory 2. Developing auditory memory
Sequencing and Ordering	1. Developing time orientation 2. Developing auditory-visual sequencing 3. Developing sequential planning
Anticipating Consequences	1. Developing alternatives 2. Evaluating consequences
Appreciating Feelings	1. Identifying feelings 2. Developing positive feelings 3. Managing feelings 4. Reinterpreting feeling events
Managing Frustration	1. Accepting feelings of frustration 2. Building coping resources 3. Tolerating frustration
Inhibition and Delay	1. Controlling action 2. Developing part-goals
Relaxation	1. Developing body relaxation 2. Developing thought relaxation 3. Developing movement relaxation

The challenge is clear. There is a critical need to test treatment strategies and curricula against child behaviors and learning aptitudes. This "interaction design" model provides a vehicle to obtain data upon which sound decisions can be made for using or rejecting treatment and curricula models.

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